

**Cooperative Agreement No.:** AID-532-A-13-00003

**DGP 4:** RFA-OAA-12-000025

**Project Title:** Enrichment Initiative to Increase Literacy at the Primary School Level

**Recipient:** Digicel Foundation Limited

## **PROJECT QUARTERLY REPORT**

**REPORTING PERIOD:** July to September 2013

### **1. INTRODUCTION/EXECUTIVE SUMMARY**

The Digicel Foundation (DF) team is on track with the implementation of the project based on the approved workplan. During the reporting period, key achievements of the project team were:

- Identified and approved 31 schools (cohort 1) for Enrichment Centres and Mobile Enrichment Carts in consultation with the MoE and USAID
- Trained 68 teachers, primarily from the 31 partnering schools, in collaboration with the Education Transformation Project of the MoE.
- Identified and submitted 59 schools (cohort 2) to central arm of the MoE for approval

In keeping with the cooperative agreement between DF and USAID, an Accountant has been recruited to join the project team.

### **2. PROJECT ACTIVITIES**

#### **Output 1 - Enrichment Centres established in schools across the island**

Call out for applications to schools interested in the EI Centre through various communication channels.

A Call for Applications was placed in the Weekend Star of September 6, 2013 and the Sunday Gleaner of September 8, 2013. The image was also placed on the Digicel Foundation's social media. Since the release of the Call for Applications, 2 electronic applications were received from interested schools.

The Call for Applications was shared with Digicel Jamaica's over 1500 staff members using the company's internal communication media. Response from staff included the recommendation of 27 schools for inclusion in the Programme. After consulting the MoE's database, 6 schools were shortlisted for approval.

The static format of the Call for Applications created by the Marketing and Communications department of Digicel Jamaica is being reformatted to create an animated flyer. Approved media for placement will be later decided upon. DF has decided to place the Call for Applications in the media for an extended period. This is because we have not received as many applications as was originally anticipated. The applications received during this period will identify beneficiary schools for Cohort 3. We also anticipate that the Call will serve to generate increased awareness about the programme and our USAID partnership.

Consult with the MoE to determine schools that are in need of intervention (based on established criteria)

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The project team has been working very closely with representatives from central and the regional offices of the MoE. The 2012 database of schools with corresponding Grade Four Literacy Examination mastery levels was shared with the project team.

All 31 schools (cohort 1) were shortlisted and approved using this database. In addition, the regional offices supported technical meetings and site visits to schools to ensure the selection process was adhered to.

The 59 schools (cohort 2) submitted for the MoE's approval was shortlisted using the 2013 Grade Four Literacy Examination mastery level database.

#### Select schools based on established criteria

All criteria for schools' selection have been shared with the central and regional arms of the MoE as well as the partnering schools. The 31 schools of cohort 1 are required to sign a grant agreement that outlines a brief situational analysis of the schools and why they were chosen.

#### Procurement of materials and technological equipment

A supplier has been selected to distribute and install the equipment, materials and furniture for the 11 Enrichment Centres and 20 Mobile Enrichment Carts of cohort 1. The distribution of Mobile Enrichment Carts is expected to be completed during the next reporting period.

The contractor to retrofit the Enrichment Centres has also been selected and contracted. The contract timelines estimate renovations to be completed by December 2013.

### **Output 2 - Mobile Enrichment Carts distributed to selected schools across the island**

Same as Output 1

### **Output 3 - Teacher trained in literacy curriculum and use of technology**

#### MOE to conduct literacy training sessions to equip teachers with skills to identify and improve intervention strategies to address learning challenges in classrooms

The project team supported a team from the Education Transformation Project of the MoE in conducting a training of 68 teachers primarily from the 31 partnering schools in cohort 1. The training occurred on August 27 – 29, 2013 at the El Greco and Wexford Hotels in Montego Bay, St. James. The training had 4 facilitators who covered areas of literacy, numeracy, the integration of ICT and the identification of special needs in the classroom.

The training hosted additional attendees from Negril All Age and Salt Marsh Primary. In addition, the MoE invited a teacher from Balaclava Primary who was being newly placed into their Enrichment Centre.

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Camara Foundation to conduct in-service trainings on use of computer software programmes.

Camara Foundation was invited to the August 27 – 29, 2013 teacher training of the MoE. The representative conducted sessions on how to use the laptops and PCs being provided as well as the literacy and numeracy software that is pre-loaded on each device.

In-service training will begin after delivery has been completed. Delivery should be completed during the next reporting period.

Identify supplier to conduct in-service training programme on use of equipment

The supplier identified to procure the materials, equipment and furniture for the Enrichment schools will conduct an in-service training upon delivery of the items. Delivery is anticipated to be completed during the next reporting period.

Develop training modules for upload onto laptops

The August 27 – 29, 2013 training was recorded to provide footage for a training video. To create a fulsome video, subsequent training sessions/exercises will also be recorded for inclusion into one video. The final, approved product will be shared with teachers and administrators from participating schools.

**Output 4 - Improved performance outcomes of direct beneficiaries in ECs and MECs**

Establish library corners

The project team decided it was more cost-effective to give each school a standalone, mobile library cart with books that can be used by beneficiaries of the Enrichment Programme as well as the wider school population.

A supplier has been selected to procure books to be donated to all schools receiving an Enrichment Programme. Based on approved quotations, each school will receive 200 supplementary reading materials. The materials selected:

- are geared to students above and below the grade level target of the project. This makes it appropriate for students in the Enrichment Programme as well as the wider school populous.
- are geared commonwealth colonies. This ensures that spellings of words are in line with the MoE's guidelines.
- have Jamaican and Caribbean references
- are largely geared to boys. This addresses the challenges highlighted based on data presented by the MoE and USAID.
- support teachers in teaching English to students with poor reading

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The books are procured from overseas and are estimated to be delivered to each school during the next reporting period. In addition, the project will also be providing each school with décor to create a comfortable, inviting and stimulating space where children and teachers can sit or lay comfortably for reading. The décor will be comprised of foam and alphabet mats as well as alphabet bulletin boards and trimmings for the walls.

A supplier has been selected to create the physical library carts. A cart will be delivered to each school receiving an Enrichment Programme. Delivery of library carts to schools is expected to occur during the next reporting period.

The Digicel Foundation has partnered with the Spanish – Jamaican Foundation to donate an additional 10 English – Spanish reading books to each Enrichment school. These books will be delivered simultaneously with the above mentioned books.

#### Teachers to deliver programme to diagnosed students

Having not received the equipment and materials, teachers are not yet able to begin implementing the programme fully. The project team has however been interfacing with teachers and encouraging them to begin conducting preliminary assessments to ensure that baselines can be developed. Baseline assessments are expected to be completed during the next reporting period.

#### **Output 5 - Collaborative responses between home and school for successful academic interventions**

To be reported on during future quarterly reporting periods

#### **Output 6 - Effective management of the project**

##### Oversight by DF team

An accountant has been recruited to support the implementation of the project. All the project documents and USAID requirements have been shared with the individual.

The project team continues to liaise with various stakeholders including USAID to finalise the data collection methodologies of the project. It is anticipated that this will be completed during the next reporting period.

The Education Programme Manager attended the mEducation International Symposium in Washington on October 14 – 15, 2013. At the symposium, the Enrichment Programme was highlighted. Technical insight was shared by various stakeholders implementing various projects from across the world. Some relevant ideas will be incorporated.

##### Conduct Monitoring visits by DF team

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During the reporting period, a total of 42 site visits were conducted including site visits to identify schools for cohorts 1 & 2 to be approved by the MoE and visits to past Enrichment schools to further understand the programme's design and incorporate changes into the USAID partnership.

The project team was able to conduct detailed assessments of Windsor Castle Primary and Tarrant Primary, 2 schools where their Enrichment Programme was inactive. Tarrant Primary is now off the ground and Windsor Castle renovations are now completed. Further monitoring will take place to ensure that these schools' programmes become fully operational. The challenges faced with these schools, which are not part of the USAID-funded activity, will be incorporated in lessons learned when implementing the programme in the USAID partnership beneficiary schools.

Organise steering committee monthly meetings with DF, MOE & USAID representatives

The project team, Executive Director and Chairman of Digicel Foundation attended a meeting on July 30, 2013 with the Chief Education Officer, Deputy Chief Education Officer, National Literacy Coordinator and the Special Education Project Coordinator of the MoE. Items discussed included:

- the way forward for schools selected to receive the intervention in cohort 1;
- the integration of the Programme into the Core Curriculum unit of the MoE
- the designation of a Literacy Specialist in the MoE as primary liaison for the Programme and
- the interim process for approval of shortlisted schools for Cohort 2.

The project team is awaiting the selection of a Literacy Specialist under whom the programme is to reside to establish regular meetings.

**Testimonials/Success Stories**

Success stories will be documented in later quarterly reports once project implementation is underway.

**3. CHALLENGES/ISSUES THAT HAVE AFFECTED IMPLEMENTATION**

- MoE approval processes have been slow therefore pushing back timelines.
- Procurement processes were delayed therefore affecting the selection of suppliers for the project.

**4. SOLUTIONS IMPLEMENTED OR RECOMMENDATIONS TO ADDRESS CHALLENGES/ISSUES**



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- Discussions have been held with the MoE's interim primary liaison regarding streamlining the approvals process for the programme.
- Suggestions for streamlining the process regarding selection of suppliers for retrofitting purposes have been made and agreed upon within the team. In addition, selection of schools for cohort 2 has begun to facilitate longer lead time for approvals at all levels.

#### **5. ACTIVITIES SCHEDULED FOR THE NEXT QUARTER**

- Approval of 59 schools in cohort 2
- Placement of animated flyer in various media
- Delivery of equipment, materials and furniture to Enrichment schools
- Completion of renovations for Enrichment Centres
- Construction and delivery of library carts and books
- In-service trainings on use of computer software programmes by supplier
- Referring of underperforming students to EC teacher
- Continued development of training modules to upload onto laptops.
- Finalisation of data collection methodologies for the Programme
- Assessment of students and development of individual intervention plan for EC students
- Compilation of baseline assessments of students to be enrolled in the Programme
- Delivery of programme to diagnosed students in EC by teacher
- Self-evaluation by EC and MEC students
- Preparation of reports for EC and MEC students' progress
- Assessment of students for Term 1
- Assessment of teachers by MoE
- Facilitate site-based in-service as platform to allow participating teachers to share strategies learned and used in the EI
- Distribution of parent partnership forms
- Monthly progress meetings/individual sessions with parents hosted by EI teachers
- Monitoring visits conducted by DF team
- Steering committee meetings with DF, MOE & USAID representatives
- Compilation of USAID monthly financial statements and quarterly USAID technical report

**Report Prepared by:**



30 Sep 2013

**Report Approved by:**



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# APENDIX I –USAID Performance Indicators

PERFORMANCE INDICATORS		2013-2014			2014-2015			2015-2016				
Indicators	Unit	Disaggregation	Baseline	Actual	Target	Baseline	Actual	Target	Baseline	Actual	Target	TOTAL
USAID STANDARD INDICATORS												
Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	Number	Male	Zero	3	32	Zero		32	Zero		32	96
		Female	Zero	65	32	Zero		31	Zero		31	94
		Total	Zero	68	64	Zero		63	Zero		63	190
Number of learners enrolled annually in primary schools and/or equivalent non-school based settings with USG support	Number	Male	Zero		6,525	Zero		6,738	Zero		6,738	20,001
		Female	Zero		6,525	Zero		6,737	Zero		6,737	19,999
		Total	Zero		13,050	Zero		13,475	Zero		13,475	40,000
Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Number	Male	Zero			Zero			Zero			
		Female	Zero			Zero			Zero			
		Total	Zero			Zero			Zero			